ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001509	N.A.	N.A.

4. AUTHOR(S):
Funk, John H.

5. TITLE OF DOCUMENT ABSTRACTED:
Educational Enrichment Program - 1964

6. PUBLICATION TITLE:
The Independent School Bulletin

7. EDITOR(S):
N.A.

9. PUBLISHER OR SOURCE
Educational Press Association of America

8. PLACE OF ORIGIN
ORG. Belmont Hill School
ST, CITY, STATE Belmont, Massachusetts
TELE. EXT.
INST/LOC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
24 No. 2	33-35	1/65	3

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE YES [X] NO [ ]

COPYRIGHT GRANTED YES [ ] NO [X]

COPYRIGHT RELEASE FILED YES [X] NO [ ]

TYPE OF REPORT
PROPOSAL [ ]
IN-PROGRESS [ ]
FINAL [X]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

urban community	science	enrichment		
supplementary work	creative activities	summer months		
English	cultural activities	(EEP)		
		Education Enrichment Program, Massachusetts		

17. ABSTRACT (MAX. 250 WORDS)

The Educational Enrichment Program - 1964 was a cooperative undertaking of six independent schools in or near Boston and a number of interested organizations that offered the use of their facilities and personnel to an urban community during the non-school months. The aim of the program was to offer challenging and exploratory study which could supplement the work normally done by students during the regular school year. Emphasis was on English, science, and variety of creative and cultural activities in art, dramatics, and music. Daily sports and recreation periods were also included.

The faculty at the three centers was selected from the regular staff of the six participating schools and from the Boston Public Schools. Also student aides, drawn from both public and private schools, assisted with the classroom work and in activities and sports. The basic criteria for eligibility was an IQ of 105 and ability to read at grade level. An effort was made to achieve a fifty percent balance between Negro and white children.

An example of one of the programs was in English in the junior high division of the Milton Academy Center; it occupied twelve periods per week - two single and five double periods. The five sections were heterogeneous with children of varying grade and ability levels. All of the five sections used, as basic materials, the Scholastic Literature Units, which consisted of an anthology of prose and verse centered on a single theme, and a rather wide selection of short and longer novels for small group and individual reading. Through the use of these books and others chosen for individual reading programs, the teachers were able to give the students experience in reading, writing, speaking, and listening.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

000018
F. Ed. Enrich.
HARVARD GRADUATE SCHOOL OF EDUCATION
CENTER FOR RESEARCH & DEVELOPMENT
CAMBRIDGE, MASSACHUSETTS 02138

The Independent School Bulletin
Vol 24, No 2
January 1965
(Education Press Assoc. of America)

ED001509

Educational Enrichment Program—1964

p. 36
p. 37
parents
ABCD

By JOHN H. FUNK

The Boston EEP is a pilot project which, hopefully, will inspire groups of schools in other parts of the country to start similar programs. NAIS was active in its organization and administration during the first year, and Cary Potter, President of NAIS, served as the program's Executive Secretary in 1964. The Board of Directors of NAIS is anxious that the association be in a position to help other independent schools and groups of schools to undertake similar programs, and to serve as a clearing house of information about them. Thanks to the help of the Spaulding-Potter Trusts, NAIS has retained Edward Yeomans, former headmaster of Shady Hill School, Cambridge, Massachusetts, and currently consultant to the Department of Education of Puerto Rico, as a part-time consultant to further the activities of the association and of its member schools in helping children in urban communities who need broader and richer educational opportunities than are presently available to them.

Schools operating, or planning to operate, such programs are asked to notify the NAIS office; and Mr. Yeomans and the NAIS staff of course will be glad to respond to inquiries about the EEP program, as well as about other programs that come to their attention.

THE Educational Enrichment Program resulted from the desire of many people involved in the independent schools of the Boston area to make a positive contribution to the educational resources of the urban community by offering the use of their facilities and personnel during the non-school months. It is a cooperative undertaking of six independent schools in or near Boston and a number of interested organizations. The program is sponsored by the New England Association of Colleges and Secondary Schools and includes the following contributing schools: Belmont Hill, Browne and Nichols, Milton Academy, Noble and Greenough, Roxbury Latin, and Shady Hill. The principal financial support was secured through the generosity of the following foundations: The Spaulding-Potter Charitable Trusts, The Committee of the Permanent Charity Fund, The Cabot Foundation, and the Ford Foundation. Cooperating agencies are the National Association of Independent Schools, the Boston Public Schools, and Action for Boston Community Development.

Institutes were conducted at three centers—Milton Academy, Shady Hill School, and Belmont Hill School, from 29 June through 7 August 1964. The program offered a summer session for interested and able students primarily from specially chosen areas in the Boston Community. It was designed to offer challenging and exploratory study which could supplement the work normally done by students during the regular school year. Emphasis was on English, science, and a variety of creative and cultural activities in art, dramatics, and music. Daily sports and recreation periods were also included.

THE faculty at the three centers was selected from the regular staff of the six participating schools and from the Boston Public Schools. Student aides, drawn from both public and private schools, assisted with the classroom work and in activities and sports. Approximately one-half of the student population was chosen by public school principals and guidance officers from a group of schools designated by the Superintendents of the Boston Public Schools. Communities represented included such districts as Roxbury, Charlestown, Dorchester, the South End, Jamaica Plain, Hyde Park, and Brighton.

The other half of the student complement was selected by Action for Boston Community Development from schools in many of these same neighborhoods, where this organization has sponsored other programs. Approval of these choices by school principals was required. Basic criteria for eligibility in the centers was an I.Q. of 105 and an ability to read at grade level. A Student Transfer Form furnished the neces-

---

Mr. Funk, Director of the Middle School of Belmont Hill School, Belmont, Massachusetts, was Director of EEP's Belmont Hill center in 1964. He has been appointed Executive Secretary of EEP for 1965.

sary information for the eligibility criteria, including grades, personality evaluation, attendance, and other pertinent information.

An effort was made to achieve a fifty per cent balance between Negro and white children. The final enrollment found a population of about sixty per cent white and forty per cent Negro students in the three centers.

There was no required tuition for the program, but each parent was asked to contribute something to the cost, if possible. Over eighty per cent of the families involved made contributions ranging from $5.00 to $60.00, and all but a very few pledges were honored.

The Milton Academy Center had two divisions, one for primary students and one for junior high students. The primary division had places for thirty boys and girls who had completed grades 2 and 3. The junior high group accommodated seventy-five boys and girls who had finished grades 6, 7, and 8.

The plan for the Shady Hill School Center provided for seventy-five boys and girls in grades 4, 5, and 6. Fifteen places were reserved for direct applicants, for two reasons. The school had operated since 1958 a small, but similarly oriented, summer program, and some returnees, or their younger brothers and sisters, were still eligible for the new program; more important was the strong feeling that it was highly desirable to have a real racial and cultural mix in such a program—to include some children from favored backgrounds. The direct applicants were expected to pay the full cost of the program, approximately $200. per student, or to submit a financial statement to obtain a reduction in tuition.

The Belmont Hill School Center had places for seventy-five boys and girls who had satisfactorily completed grades 6, 7, and 8.

Primarily the program was to help children who have ability to develop further their skills, interests, and attitudes towards school work and educational advancement. It was designed for children from backgrounds and environments in which, for one reason or another, opportunities for effective progress are limited. Factors could include weaknesses in the family situation, lack of opportunity for introduction to cultural activities, low income, unfavorable school or neighborhood situations. It was assumed that progress toward the program's objectives could be made by intensive work in small classes, with personal attention from skilled teachers, and by a flexible curriculum which allowed for the introduction of activities not normally available during the regular school year.

It was hoped that the children who made real progress would be able to take advantage of opportunities for special sectioning and similar recognition and encouragement when they returned to school in the fall.

Specifically the program tried to make improvement in one or more of the following skills:

Reading ability and comprehension
Fundamentals of oral and written expression
Understanding and application of principals of scientific investigation and discovery

The program attempted to develop the following:

Interest in reading for enjoyment
Interest in man's natural environment
Interest in man's cultural activities
A positive attitude towards school and the opportunities it affords
A spirit of inquiry and awareness
Cooperation and tolerance
Self-reliance and confidence

In the Junior High Division of the Milton Academy Center the work in English occupied twelve periods per week: two single and five double periods. The sections were heterogeneous, with children of varying grade and ability in each of the five student groups. All of the five sections used as basic materials the Scholastic Literature Units, which consisted of an anthology of prose and verse centered on a single theme, and a rather wide selection of short and longer novels for small group and individual reading. Through the use of these books and others chosen for individual reading programs, the teachers were able to give the students experience in reading, writing, speaking, and listening. Some work was done in each of these major fields every day.

The courses in science covered a variety of topics and were organized into two-week units in which a section had a "major" study with one teacher during one single and two double periods per week, and a "minor" with a second teacher in two single periods—a total of seven science periods per week. The emphasis was on experiments in the laboratories, field trips, use of the astronomical observatory, and individual projects, with an introduction to the scientific method through lecture demonstrations and open-ended experimentation. Major topics included: measurements, electronics, astronomy, ecology, and matter and the earth's crust.

Courses in music and art had three meetings per week. The music course explored the music of America from its early beginnings to the present. Active participation was stressed, and there was a unit devoted to folk-music, and a second to the musical history of America.

The art course focused first of all on natural objects, and then upon the relationship between objects.

Control of various media was emphasized, and groups moved from the studio out-of-doors as much as possible.

In the Primary Division of the Milton Academy Center developmental reading and the other language arts occupied the major portion of the program, approximately one-quarter of the schedule. Here the courses were primarily concerned with developing an appreciation for good literature and writing and with increasing the children's vocabulary both in quality and quantity. Through reading about different cultures, the students' literary horizons were widened, they learned to read with pleasure, and their intellectual curiosity was developed.

The science room contained equipment especially developed to permit the pupils to do things themselves. The subjects varied from class to class, but included zoology, botany, geology, chemistry, and physics.

The music course met three times a week, once with the whole grade and twice in small sections. Here the emphasis was on singing, elementary theory, rhythm, and dance. The two art periods per week offered a variety of media for free expression and projects directly connected with other subjects.

THE Shady Hill School Center was basically arranged on the regular Shady Hill plan. Each of the three grades was divided into two sections, with heterogeneous groupings of the selectees. Usually these classes met in these small groups. On occasion, in certain courses, the entire grade met together.

The Central Subject Course met nine periods each week. It was centered around an important person, period, or idea and included work in history, geography, and all aspects of English. At least one piece of literature was studied deeply, there was related individual reading, and writing was stressed.

Both mathematics and science were assigned four periods weekly. Topics in the "new mathematics" were discussed, and typical subjects were: probability, bases other than decimal, and methods of rapid calculation. The work in science took advantage of the school's proximity to undeveloped areas, and there were many field trips during which specimens were collected, observations recorded, and conclusions drawn.

Three or four music periods which emphasized group singing, playing of the recorder, and folk dancing were offered each week. There was a musical assembly for the entire school each Friday morning, and a concert version of *H.M.S. Pinafore* was prepared for a special Parents Visiting Day. Art classes met twice weekly, with instruction in painting, drawing, and collage. There was opportunity for free expression, and some of the work was integrated with material in the Central Subject.

THE Belmont Hill School Center divided its students into six sections. Level I corresponded to grade 7, Level II to grade 8, and Level III to grade 9. The two sections at each level were divided according to ability. Measurements used were achievement on a standard I.Q. test, scores on reading tests, marks recorded on the academic transcript, teachers' recommendations, and a short composition submitted before final acceptance. Each section followed the same curriculum, which included per week nine periods of English, six periods of science, two periods of studio, and one period of ethics.

The English classes met twice daily, although the two periods were always separated by another class. The central topic was "Survival," and students at all levels were assigned three basic texts: an anthology of short stories, a collection of one-act plays, and a poetry anthology. Two novels were chosen for each level. After these texts were presented, an opportunity for individual development was created by utilizing the second period of the day for extra assignments for rapid readers and supervised study in small groups for less able students. Compositions were assigned regularly.

After two weeks each student was assigned a novel appropriate to his interests and abilities. Students reading the same book met for group discussions and presented oral reports in class. As the group reading continued, a variety of additional books was explored and individual reports, both oral and written, were presented. In this way there was an extensive provision for reading and writing development, vocabulary building, and increased attention to mechanics.

Science classes had a double period once a week, which was useful for field trips, and the schedule was arranged so that several classes could join together for these trips. Adjacent fields and woods encouraged much personal investigation. The course considered how plants and animals survive at Belmont Hill and in other areas, the historical examples of evolutionary successes and failures, and man's methods and chances of survival.

The ethics course dealt with simple patterns of human behavior in the various groups to which the individual belongs. The emphasis was on learning to understand oneself as a help to better relations with others. Qualities such as envy, untruthfulness, overaggressiveness, and exhibitionism were explained and discussed, and an attempt was made to develop a clear idea of social responsibility, tolerance, and concern for others.